

# Programmatic design choices in 25 different HE programmes

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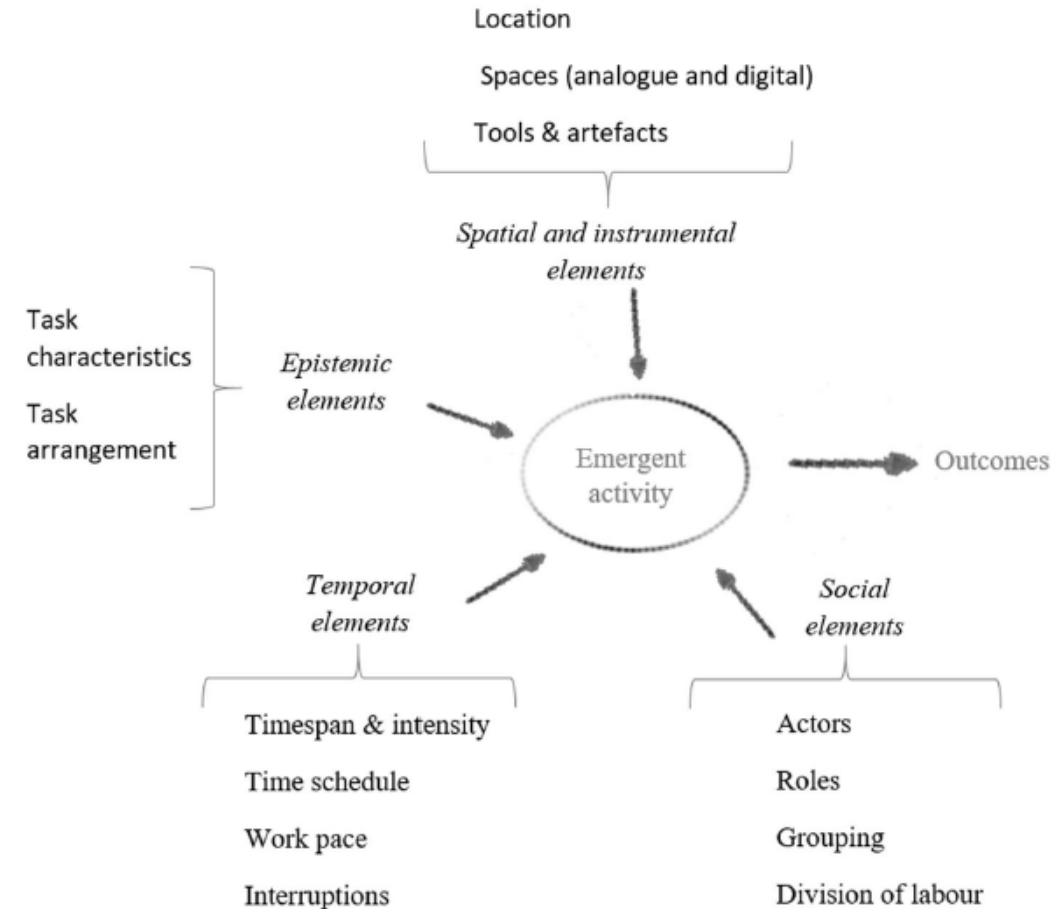
# Why this research?

- Programmatic assessment
- Community of Practice
- Theoretical principles => design choices



# Design perspectives

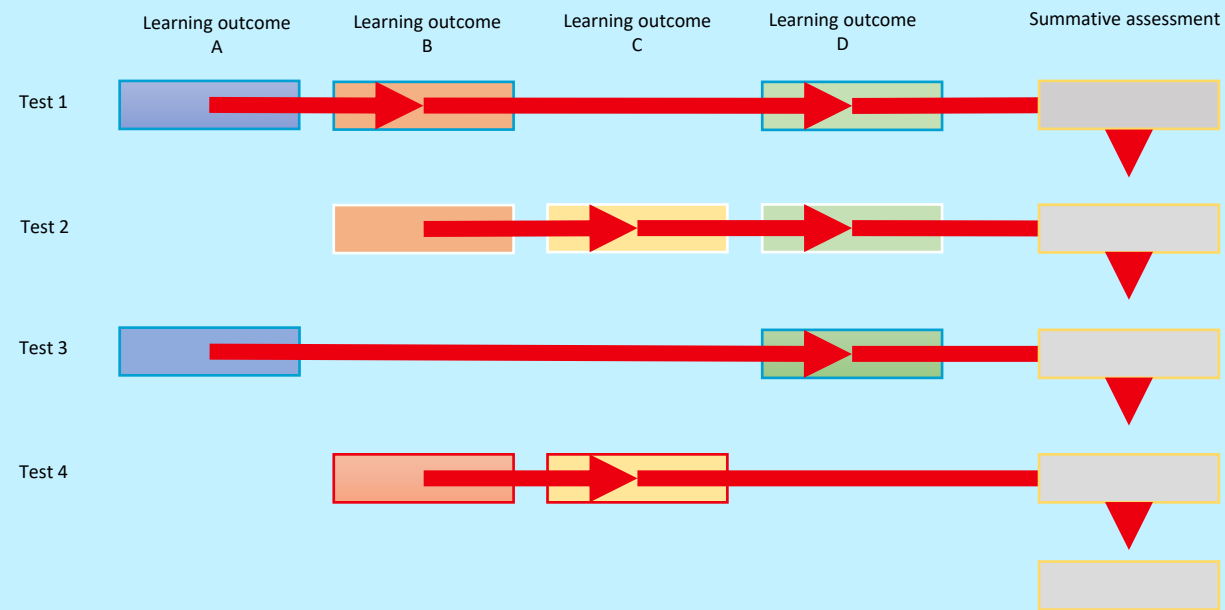
- Epistemic: content
- Spatial / instrumental
- Social
- Temporal



Source: Bouw, E., Zitter, I., & De Bruijn, E. (2021). Designable elements of integrative learning environments at the boundary of school and work: a multiple case study. *Learning Environments Research*, 24(3), 487-517.

# Conventional grading

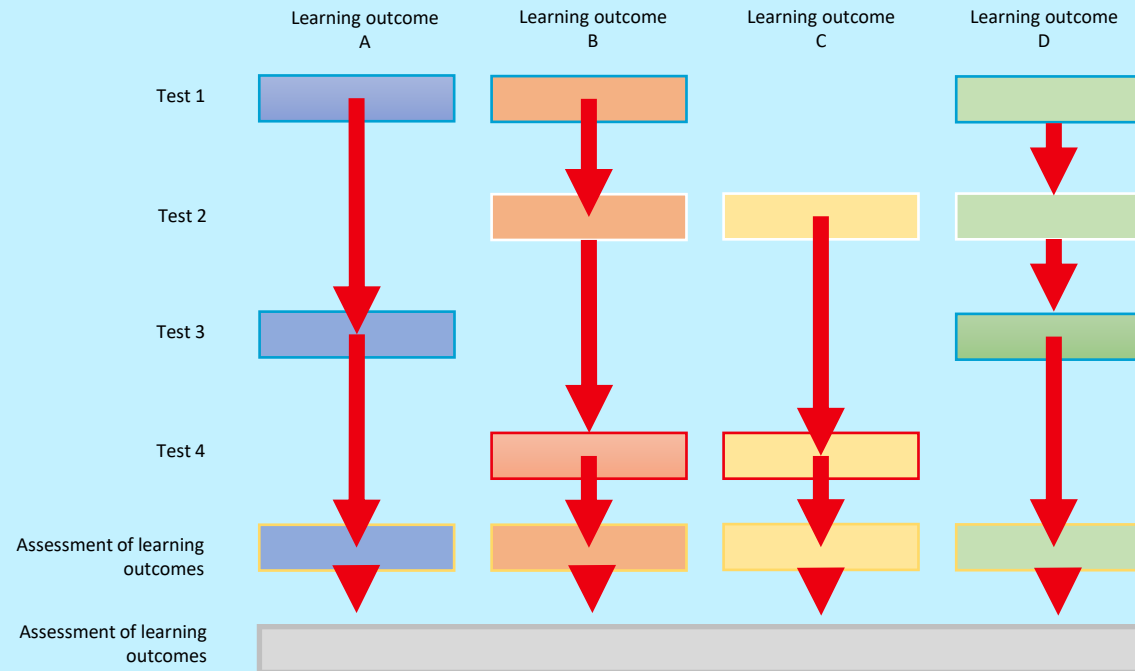
Based on multiple tests with a focus on a fail/pass decision of each test



Source: Baartman, Van Schilt-Mol & Van der Vleuten, 2020

# Programmatic assessment

Based on a multitude of information of students' performance with a focus on learning outcomes



Source: Baartman, Van Schilt-Mol & Van der Vleuten, 2020



Low stakes

1 data point

Focus on feedback



Medium stakes

Multiple data points

Focus on diagnosis, new  
learning goals



High stakes

Many data points

Focus on decisions



# Principles of programmatic assessment

- Framework of learning outcomes as backbone
- Mix of different data points
- Data points focus on optimizing feedback
- Continuous feedback dialogue
- Proportional relationship between the number of data points and stakes of the decision
- The higher the stakes of the decision, the more assessor expertise is needed

Source: Baartman, L., van Schilt-Mol, T., & Van Der Vleuten, C. (2022). Programmatic assessment design choices in nine programs in higher education. In *Frontiers in Education* (p. 738). Frontiers.

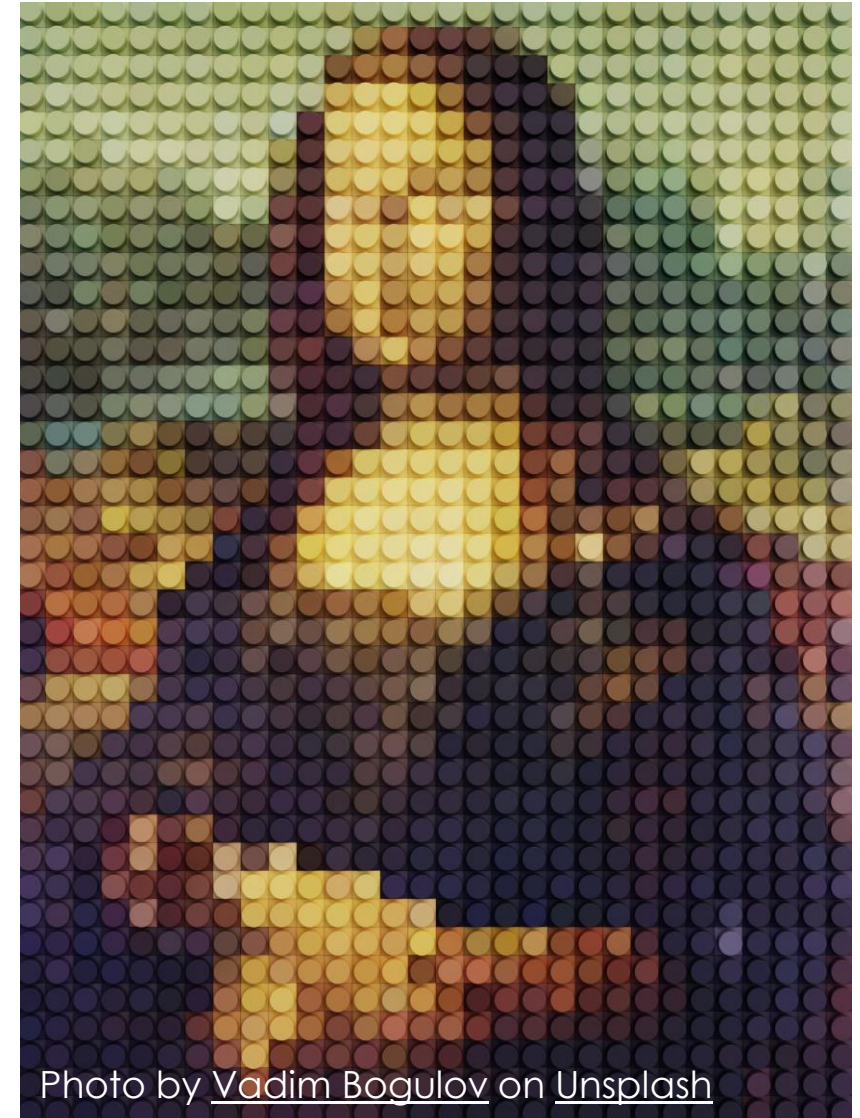


Photo by [Vadim Bogulov](#) on [Unsplash](#)

# Research questions

## Study A

- 1) Which design perspectives do higher professional education programmes take within the principles of programmatic assessment?
- 2) What variety of programmatic assessment design choices can be identified in professional education programmes that have implemented programmatic assessment?

## Study B

- 3) What considerations do programmes have to justify their programmatic assessment design choices?
- 4) What experiences do programmes have with their design choices and what reconsiderations have these led to?



## Method Study A

- Sources: 19 publications of professional practice of programmatic assessment
- Step 1. Coding of principles of programmatic assessment (Heeneman et al., 2021)
- Step 2. Coding of design perspectives (Bouw et al., 2021)
- Step 3. Thematic analysis of programmatic design choices
- Software Atlas-ti

# Result of Principles PA x Design perspectives

	Design perspectives				
Principles of Programmatic Assessment	A. Content-related	B. Spatial/ instrumental	C. Social	D. Temporal	Total
1. No pass/fail, but feedback	53	65	81	14	213
2. Mix of datapoints	103	62	19	17	201
3. Backbone	176	22	2	9	209
4. Guidance	25	7	99	13	144
5. Student ownership	34	25	81	14	154
6. Medium stake	33	31	48	19	131
7. Proportionality	14	9	1	25	49
8. Aggregation	30	56	2	7	95
9. High stake	107	85	103	30	325
Total	575	362	436	148	1521

## Programmatic design choices

- 1 Fixed / free data points
- 2 Feedback providers prescribed/ students can choose
- 3 Fixed / free submission opportunities for feedback
- 4 Yes / no self-assessment as a data point
- 5 Yes / no knowledge tests programmed as data points
- 6 Rubric different / same for all data points.
- 7 Function medium stakes: map out students' progress / remediation / admission to high stake decision
- 8 High stakes decision: learning outcomes assessed separately / holistically
- 9 High stakes decision: yes / no performance of the student next to portfolio
- 10 High stakes decision: yes/no made in interaction with the student
- 11 High stakes decision: yes/no teacher or mentor involved in decision-making
- 12 High stakes decision: quarterly / half yearly / yearly.

## Results: Quote Opportunity Free Datapoints

*“We have fixed data points because there are minimum requirements that the professional must meet. These requirements are determined by professional practice. But we also have free data points, mainly because we have a relatively high amount of group work. Those free data points are then extremely suitable for allowing students to excel individually.”*

## Results: Quote Performance of Student during High Stake Decision

*“Our students are no longer expected to make an effort during the high stage decision, because the student's effort must have been made in the previous six months and not in some sort of final sprint between medium stake decision and high stake decision. We have deliberately not opted for a Criterion Based Interview because it is an enormous stress test for our students. Perhaps it is suitable for the Law program because the high pressure is part of giving a closing argument. But for us it has no added value.”*



# Conclusions

Programmatic assessment is not a recipe

Most design choices relate to high stakes decision-making

Needed: medium stakes, balancing learning and decision-making

Questions?

Who wants to collaborate with us  
in a PLC programmatic  
assessment?

